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Twenty persons, selected according to experience, responsibilities, and interests in occupational education for disadvantaged youth, and representing several states, educational areas, and most ethnic groups participated in the institute. The three types of materials developed were: sensitivity units, instructional units, and titles for additional sensitivity units. Materials for use by inservice office teachers in 15 different units are presented according to description, purpose, procedures, and follow-up. Sample topics are: (1) Studying Student Perceptions of Personal Traits Desirable for Office Workers, (2) Improving Communication Between Teacher and Students, (3) Predicting Student Reactions to Inter-Personal Situations of Young People, (4) Using Community Agencies to Help Raise the Aspirations of Disadvantaged Youth, (5) Converting the Unique Vocabulary of Disadvantaged Students, and (6) Helping Disadvantaged Students Learn to Participate in Office-Related Social Functions. A bibliography of books, journals, and pamphlets are included in the document. (FP)

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CROSS-CULTURAL

VALUES

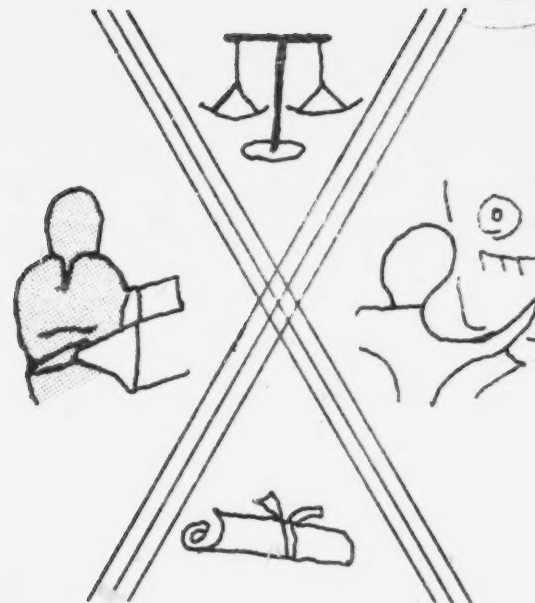
IN

OFFICE EDUCATION

with emphasis on

IN-SERVICE

TEACHER EDUCATION



VT007184

DEPARTMENT OF BUSINESS EDUCATION *** SAN FRANCISCO STATE COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CROSS-CULTURAL VALUES IN OFFICE EDUCATION

with emphasis on
In-Service Teacher Education

Report of a Regional Institute

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September, 1968

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AFFILIATIONS

COOPERATING AGENCIES

Alpha Kappa Chapter, Delta Pi Epsilon, San Francisco State College
Center for Technological Education, San Francisco State College
Center for Vocational and Technical Education, The Ohio State
University
Northern California Industry-Education Council, San Francisco
School of Business, San Francisco State College

THREE SUMMER INSTITUTES FOR OFFICE TEACHERS
AS PHASE IV OF THE PROJECT
"MODIFYING PERCEPTIONS OF DISADVANTAGED
YOUTH TOWARD OFFICE WORK"
HARRY HUFFMAN, PROJECT COORDINATOR

Hunter College
City University of New York
Estelle L. Popham
July 1-12, 1968

Temple University
Philadelphia, Pennsylvania
Robert A. Schultheis
June 3-14, 1968

San Francisco State College
San Francisco, California
William L. Winnett
June 17-28, 1968

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PREFACE

The critical shortage of competent office workers is increasing while office education programs continue to enroll a decreasing proportion of students from the economically and socially disadvantaged groups, the groups contributing most to our unemployed. Within this dilemma rumbles the major problem of vocational education today: By what means can youth from disadvantaged environments be prepared for gainful employment in the office occupations?

Research is providing indisputable evidence that the teacher, or the teacher-counselor combination, is the critical factor in the education of the disadvantaged. Most business teachers today, however, are steeped in middle-class values and culture. What will be necessary to equip these teachers to work effectively with youth from the disadvantaged cultures?

This report presents the proceedings of an institute designed to address the above questions. Advance planning recognized the need for sensitivity training for the participants; resources, facilities, and generative ideas for developing plans and materials; and opportunities to field test the results. The twenty participants were selected according to experience, responsibility, and interest in office education for the disadvantaged youth. Several states, various types of educational activity, and most ethnic groups common in the western region were represented among the participants, thus providing a rich resource pool for intra-group exchange.

As the institute proceeded, a few major concepts became evident as basic to the total effort: zero reject, relevance, student orientation, individual attention, trust and respect. These concepts seem simple enough, but the deceptively difficult task is to achieve them in the eyes of the student. Can the teacher with the middle-class value structure reach this point? It must be done!

The units developed during the institute are presented here as suggestions only. In-service teachers, both individually and in groups, will need to adapt, further develop, and refine as well as develop entirely new units. If the materials contained in this report add something to the ability of office education to meet its responsibility to disadvantaged youth, then the objective has been achieved.

Editorial assistance was provided by Dr. Russell Sicklebower, San Francisco State College, and Mrs. Nelda Nocita, Napa Junior College. Sincere appreciation is extended also to Miss Meredith Mitchell, secretary to the institute; Mr. Richard Taylor, institute expediter; and the many others who contributed to the unusual success of the institute and to this publication.

At the request of The Center for Vocational and Technical Education, The Ohio State University, this publication will be distributed nationally to public units and agencies concerned with developments in office education. The Center provided the mailing list for this distribution.

William L. Winnett
September, 1968

SECTION I

THE INSTITUTE

SECTION I

THE INSTITUTE

This publication presents the materials developed during a regional institute held at San Francisco State College, June 17-28, 1968. This institute together with one held at Hunter College and another at Temple University constitute Phase IV of a multi-phased program to improve office education for disadvantaged youth. Phase I was concerned with identifying the perceptions of disadvantaged youth toward office work; and Phase II and Phase III involved developing and field testing new materials for use with this special type of student.

PURPOSE AND OBJECTIVES

The general purpose of the San Francisco State College institute was to develop materials which in-service office teachers might find helpful in preparation for working with economically and culturally disadvantaged youth.

The specific objectives were to:

- (1) Analyze the sociological and environmental factors which are relevant to office education for disadvantaged youth.
- (2) Learn of special programs within the business community to train and employ disadvantaged youth.
- (3) Learn to make effective use of community agencies that are concerned with the problems of the disadvantaged.
- (4) Develop activity units to assist in-service teachers in becoming more aware of the learning problems of disadvantaged youth.
- (5) Develop various units as examples of content and method appropriate for use in office education classes for the disadvantaged.

RESOURCES AND ACTIVITIES

The activities of the institute were scheduled 9:00 a.m. to 4:00 p.m. daily. In addition, three evening sessions were necessary in order to take advantage of certain special opportunities. Even though the participants had been selected according to past experiences and involvement with programs for the disadvantaged, it was believed necessary to provide for sensitivity training in addition to the resources and the time for materials development. The planned program, therefore, allotted approximately one-half of the time for lectures and various types of community involvement; and the remainder of the time was reserved for discussion, writing, and field testing of materials.

Earlier Phases of the BOOST Project

One of the major resources contributing significantly to the success of this institute was the coordination required to make it a meaningful part of the total developmental project. Most helpful were the findings of the five-week workshop held at Hunter College during the Summer of 1967, and the publication, BOOST: Business and Office Occupations Student Training,¹ in which most of those findings were reported. Also, a series of meetings had been conducted by The Center to coordinate the three regional institutes. The opportunity to plan cooperatively with the project staff and the institute directors proved extremely helpful.

Lecturers and Consultants

The lecturers and special consultants were carefully selected to treat those topic areas believed to be the most critical to the institute objectives. Although this report does not review the presentations, the list below does indicate the range and quality of specialized talent made available to the participants. The full text of the lectures will be made available at a nominal cost.

¹Harry Huffman, BOOST: Business and Office Occupations Student Training, A Preliminary Report. (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1967) pp. 1-251.

Lecturers

(In chronological order)

"Your Challenge: Uncharted Office Education."

Mr. William Niven
Dean, School of Business
San Francisco State College

"A Criminologist Looks at Occupational Training."

Dr. Donald L. Garrity
Vice-President for Academic Affairs
San Francisco State College

"Programs in Business to Train and Employ the Disadvantaged."

Mr. Donald J. Robertson
(Northern California Industry-Education Council)
Vice-President for the Western Region
South-Western Publishing Company
Burlingame, California

"Factors that Discourage Enrollment or Completion of Office Training Programs."

Mrs. Nancy Harden
Specialist in Black History
Hayward State College
Hayward, California

"Creativity in Teaching the Disadvantaged."

Dr. Wanda Blockhus
Specialist in Creative Business Teaching
San Jose State College
San Jose, California

"Employing the Disadvantaged: Problems and Tentative Solutions."

Mr. William Cheatham
Pacific Gas and Electric Company
San Francisco, California

"The Potential of Interdisciplinary Programs."

Dr. Dwight Newell
Dean, School of Education
San Francisco State College

"Business Education and the Watts Area."

Mr. Thomas Zuck
Director of Occupational Programs
Compton Unified Schools
Compton, California

"Work-Study Principles in Programs for the Disadvantaged."

Dr. John Linn
Specialist in Work Experience Education
San Francisco State College

Special Consultants

Mrs. Helaine Dawson
Author, On the Outskirts of Hope
(Published by McGraw-Hill Book Company)
San Francisco, California

Mr. Richard Shaffer
Chairman, Business Department
Pacific High School
San Leandro, California

Mr. Ray Towbis
Associate Director
Mission Rebels, Inc.
San Francisco, California

Panels

"Programs, Techniques, and Materials for the Disadvantaged."

Mr. Vince Adelman, Teacher, Pacific High School
Mr. Robert Kvam, Vocational Coordinator, San Leandro
District
Mr. Herman Sherr, Vocational Counselor, Pacific High School

"The Richmond Plan (Interdisciplinary) Applied to Office Education."

Mr. Robert Haller, Business Teacher, Watsonville High School
Mr. Edward Myers, English Teacher, Watsonville High School

"Making Education Relevant for the Disadvantaged."

(Former Students of Mrs. Dawson)

Mr. Charles Mobley, Economic Opportunity Council,
Hunters Point

Mr. Edward Powell, Head Counselor, Mission Rebels, Inc.

Readings and Other Reference Materials

Acquisitions made especially for the institute were confined largely to titles released since the compilation of the bibliography for the Hunter College workshop of 1967. An inventory had shown that almost all of the entries in that bibliography were already among the regular holdings of the campus library. Since the library was located near the institute meeting rooms, this comprehensive set of reference materials was immediately available for use. In order to conserve the time of the participants, one of the librarians met with the group on the first day to explain the physical layout of the library, its operations, and the special services available.

A classroom library was formed to provide even more flexibility in using the thirty-five or forty titles likely to be the most helpful for institute purposes. The size and value of this unit library was increased significantly by the Bureau of Business Education, California State Department of Education. The Bureau contributed (multiple copies when available) selected titles from its many publications in business education.

Additional materials were added to the unit library from three other sources. Publishing companies who commonly publish in the disadvantaged and the office education fields were invited to send examination copies, descriptive literature, and other items that might be useful in office education for the disadvantaged. Also, business departments in the high schools of the Greater Bay Area were asked to provide information concerning on-going programs designed especially for disadvantaged students. Finally, prior to the institute, each participant had been requested to collect various types of descriptive data concerning his local situation. Data contributed from this source included school-wide achievement data, school and neighborhood population components, lists of community agencies and the purposes of each, and descriptions of special programs currently in operation.

This unit library proved to be particularly useful as a depository of new and creative educational practices. Generally, the items reflected "grass-roots" thinking that had not found its way into the mainstream of formal publications and wide-spread use.

Field Experiences

Even though the participants were selected partially on the basis of former experiences with disadvantaged students, it was believed that field experiences during the two-week period were necessary to develop new insights into the learning problems and to field test the materials being developed.

Arrangements were made for four types of field experiences: (1) visits to community agencies and other neighborhood environments, (2) interviews with supervisors and workers in offices where disadvantaged youth were employed, (3) observation of classes and other formal training programs in business, and (4) participation in a business class in a senior high school and a class in a junior high school. Each school was selected because it normally draws large enrollments from disadvantaged groups.

The field experiences were so scheduled that each participant had an opportunity to participate in at least two of the four types of field activities.

COOPERATING AGENCIES

In addition to the Center for Vocational and Technical Education, Ohio State University, through which the primary funding and the coordination was obtained, three additional organizations contributed significantly to the success of the institute.

Alpha Kappa Chapter, Delta Pi Epsilon, served a consultative role in planning, assisted with the collection of information from local schools, initiated a reception dinner, furnished the coffee and cakes for the mid-morning breaks, and published an "almost-daily" newsletter.

The Center for Technological Education, San Francisco State College, sponsored a speaker and a panel on interdisciplinary programs, supplied the equipment for recording selected portions of the institute on video-tape, and provided funds for certain institutional costs that could not be covered in the primary budget.

The Northern California Industry-Education Council made provision for the two speakers from the business community and assisted materially with the arrangements for office visits.

PARTICIPANTS

The announcement of the three regional institutes was first made by The Center for Vocational and Technical Education, The Ohio State University, by means of the March, 1968, Centergram, which is distributed nationally. In addition, San Francisco State College distributed a separate announcement to appropriate school administrators in the large urban areas of the western states. From the approximately sixty-five formal inquiries concerning the institute, twenty participants were selected according to the following factors:

- a. Assigned responsibilities in office education.
- b. Engaged in some form of in-service teacher education.
- c. Works with teachers who serve disadvantaged youth.
- d. A master's degree or the equivalent.
- e. Opportunity to implement the materials developed.
- f. Sponsored by a state or local organization to defray travel expenses.
- g. Preference to interdisciplinary or other teams planning a coordinated program.
- h. Some attention to representation from several states, major urban areas, and a wide range of educational responsibilities.

Each participant received a stipend of \$150 to help defray living expenses while attending the institute during the two-week period. Two semester units of graduate credit from San Francisco State College were available on an optional basis.

The list of participants is shown on the following pages.

INSTITUTE ON CROSS-CULTURAL VALUES
IN OFFICE EDUCATION
June 17-28, 1968

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Technical High School
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Miss Carol Orpin
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Outside Work Experience Coordinator
Mission High School
San Francisco, California

Mr. Chadwick Woo, Chairman
Business Department
Dorsey High School
Los Angeles, California

FOLLOW-UP PLANS

Plans were made for two types of follow-up activities:
(1) implementing the new methods and materials, and (2) assessing the effect of the institute.

Implementation

Each participant was asked to submit a statement telling how he planned to implement the concepts, the teaching methods, and the materials developed at the institute. Most of the statements included at least one of the following general techniques: "Report at department and district curriculum meetings"; "Use the ideas when working with professional organizations"; "Be more sensitive in my classes"; "Try to influence other teachers"; "Report to the administration"; and "Make counselors aware of the institute proceedings."

In addition to these general techniques, the participants indicated several specific and often unique plans for implementing the ideas and materials of the institute:

Encourage the teacher-training institutions in our area to incorporate the sensitivity units in their programs.

Develop a handbook on disadvantaged youth to be used by new teachers and student teachers.

Attempt to involve English, home economics, and social studies teachers in an interdisciplinary program centered on office practice projects.

Encourage each teacher in the business department to undertake at least one of the sensitivity units.

Distribute a leaflet which highlights the institute and requests new ideas for teaching the disadvantaged.

Use the institute materials during a series of meetings on human relations in teaching.

Try to organize an office work experience program.

Assessment

As is usual with institutes of this type, the last session was concerned with institute evaluation. Though valuable for many purposes, the spurious nature of this immediate evaluation was recognized; and plans were made for an additional assessment of a different type.

In January of next year, each participant will report his experiences in implementing the institute results. The group developed a list of suggested topics that might be covered in these reports:

Change in teaching methods.

Influence on other teachers and administrators.

Change in student attitudes and/or achievements.

Reactions of other teachers to your changed teaching methods.

Use of materials developed during the institute.

Alpha Kappa Chapter, Delta Pi Epsilon, has agreed to coordinate the reporting and to summarize the results.

Finally, most members endorsed a request for a second institute to be held at the end of two years. This length of time would provide a good basis for long-term assessment, a need for up-dating the materials, and sufficient time to discern new needs for emphasis or direction. This request reflects the high degree of cooperation among the participants as well as their determination to change as new needs develop in office education. Every effort should be made to honor this request.

SECTION II

MATERIALS FOR USE BY
IN-SERVICE OFFICE
TEACHERS



SECTION II

MATERIALS FOR USE BY IN-SERVICE OFFICE TEACHERS

This section presents the materials developed during the institute. The units were developed as initial and highly tentative suggestions for activities through which office education teachers might improve their ability to work with economically and socially disadvantaged students. As these materials are used by individual teachers and/or formal study groups, it is hoped that refinements and additions to the collection will be made available to the total profession.

The materials included here are of three types:

1. Sensitivity units designed as suggested activities to develop teacher awareness of the learning problems of disadvantaged students.
2. Examples of instructional units particularly appropriate for use with disadvantaged students.
3. Suggested titles for additional sensitivity units which might be developed.

The order of presentation has no particular significance. The sequential numbering is used for reference purposes only.

LEARNING ABOUT THE UNIQUE HEALTH PROBLEMS OF DISADVANTAGED STUDENTS

Description

The teacher conducts a conference with the school nurse to discuss student health problems, with particular emphasis on the unique health problems of disadvantaged students.

Purpose

To help the classroom teacher become more aware of health problems of disadvantaged youth in the classroom and the relationship between health factors and learning achievement. Also, the teacher will learn to make more effective referrals and reports to the community health authorities.

Procedures

1. Pre-Planning

- a. Arrange an appointment with the nurse, explaining the nature and purpose of the conference.
- b. Study the health records of students in the class.
- c. Prepare a list of topics and questions to be discussed.

2. Activity

- a. Ask the nurse to review and refine the following list as a guide to classroom observation.
 1. Patterns of class attendance.
 2. Listlessness.

3. Lack of interest and tired appearance.
 4. Hearing and vision defects.
 5. Overweight or underweight.
 6. Physical complaints.
 7. Lack of participation in class activities.
 8. Obvious physical defects.
 9. Dental defects.
- b. Discuss referral procedures.
 - c. Ask about predominant health problems in the neighborhood.
 - d. Discuss medical assistance available to low-income families.
 - e. Discuss ways to integrate health information in the classroom.

Follow-up

Teacher refers students to the nurse when health problems are suspected.

Arrange a second conference approximately one month later. Compare the previous health condition of students with their current condition. Review the quality and the disposition of referrals made during the intervening time.

STUDYING STUDENT PERCEPTIONS OF
PERSONAL TRAITS DESIRABLE FOR OFFICE WORKERS

Description

For each personal trait, the class discusses various examples of behavior desirable in an office. Later, the teacher studies the examples offered initially by the class, with particular attention to differences in perceptions held by privileged students from those held by disadvantaged students. An office supervisor reacts to the final list of desirable behaviors.

Purpose

This activity will encourage the teacher to critically review previous beliefs concerning attitudes essential for success in office work. Also, it will lead to a better understanding of perceptions of office behavior held by students with varying backgrounds.

Procedures

1. Pre-Planning
 - a. The teacher prepares a list of personal traits, such as:
 1. Loyalty
 2. Cooperation
 3. Courtesy
 4. Honesty
 5. Desire to do good work
 6. Dress and grooming
 7. Tactfulness
 - b. The teacher prepares an extensive list of behaviors that an office employer would like to see in relation to each respective trait.

2. Activity

- a. A copy of the list is given to each student.
- b. As each trait is discussed, students are asked to give examples of behavior they think an employer would like to see.
- c. Student contributions are recorded on the chalkboard (or the overhead transparency roll) until eight or ten examples have been given for each trait.
- d. Each list is discussed by the class and undesirable examples are crossed out. Points of disagreement are set aside for later investigation.
- e. The teacher prepares a personal record of all responses.
- f. Each student prepares a notebook record of the desirable behaviors.

Follow-up

1. The teacher studies the list of initial student responses for the purpose of greater insight into student perceptions, with particular attention given to differences between the privileged and the disadvantaged groups.
2. The teacher discusses the final list of behaviors with one or more office supervisors.
3. An office supervisor, preferably one who originally had been a member of a disadvantaged group, is invited to the class to discuss the disagreements and the final list of desirable behaviors.

A SOCIAL WORKER'S SUGGESTIONS FOR
TEACHING METHODS TO BE USED WITH DISADVANTAGED YOUTH

Description

The teacher confers with a social worker to evaluate the effectiveness of various teaching methods for working with disadvantaged youth. Such a conference would be equally profitable for other subject fields.

Purpose

All teachers should be well aware of the social, economic, and psychological problems which are prevalent among members of disadvantaged groups. Knowledge of these problems should be reflected in the teaching methods, attitudes, and standards used to reach these individuals. One way of becoming better acquainted with this segment of the population is to confer with someone who deals with the problems constantly and who becomes involved in the community. For this activity to be effective, the teacher must approach the conference with an open mind ready to accept suggestions.

Procedures

1. Pre-Planning

- a. The teacher contacts a social worker from any of the following agencies:
 1. Probation Department
 2. Child Welfare and Attendance Department
 3. Juvenile Hall
 4. State Social Welfare Department
- b. The conference should be held in the office of the social worker in order to avoid interruptions by students.

- c. The teacher compiles the list of questions, topics, and specific teaching techniques to be discussed.
- d. The teacher should become familiar with the pertinent state, county, and city welfare laws.

2. Activity

- a. The conference should include the following:
 - 1. How long has the social worker been involved with disadvantaged youth?
 - 2. In his opinion, what are some of the basic differences between disadvantaged students and other members of the adolescent population?
 - 3. What is the financial position of most of these students?
 - 4. What are some of their language difficulties?
 - 5. What type of social life do these youngsters have?
 - 6. What are the prevalent attitudes regarding authority, school, education, and employment?
 - 7. What are some of the psychological problems which may be hindering their emotional growth?
- b. Specific teaching techniques are suggested for the social worker's reaction. The teacher presents each technique to the social worker, who in turn is asked to give his personal reaction. The discussion should include:
 - 1. Subject matter related to personal experience.
 - 2. Personal involvement of students.
 - 3. Student self-expression.
 - 4. Using student language.
 - 5. Use of criticism.
 - 6. Individual attention.
 - 7. Showing a personal liking or concern for the student.
- c. If possible, visit a family with the social worker.

Follow-Up

1. Send a thank-you letter to the social worker. Send a carbon copy of the letter to your principal and one to the supervisor of the social worker.
2. As a result of the conference, develop a list of suggested teaching techniques and distribute copies to other teachers and to the social worker.
3. Ask the social worker to meet with faculty groups in the school to discuss your list of suggested techniques.
4. Invite the social worker to visit your school periodically in order to become familiar with the curriculum and the teaching methods currently being employed by the faculty.
5. Record the name, address, and an evaluation of the conference in a master file for later use by new instructors.
6. Arrange a follow-up meeting.

STUDYING VOCATIONAL BUSINESS EDUCATION FOR AMERICAN INDIAN STUDENTS

Description

An examination of the behavior of the American Indian in the classroom, and the development of educational practices and materials which complement his cultural origins.

Purpose

This unit is intended to equip teachers in the vocational business program with an insight into the dropout problem among American Indian students. Hopefully, this understanding will encourage the teacher to plan a program that will provide the self-understanding, self-development, and self-fulfillment necessary for the American Indian student to function effectively in the American culture.

Procedures

1. Activity

- a. Establish a close working relationship with the parents. Provision should be made for parents to develop their potentialities and competencies through activities organized under school and community auspices.
(See CONDUCTING A CONFERENCE WITH A DISADVANTAGED YOUTH AND HIS PARENTS, Unit #5)
- b. Indian students have a great need for self-awareness, and they need to be taught how to function in a group. A continued interaction program that is very flexible seems necessary to the program's success. An interdisciplinary program might be a successful approach.

- c. The Association on American Indian Affairs has proposed that more emphasis be placed on Indian values and history to give these students pride in their own race and culture. A class in Indian history and legends should be taught at the high school level in order to preserve the cultural heritage of these native Americans. A vocational business teacher in a multi-cultural school should plan to have successful businessmen of each of the ethnic groups as classroom speakers.
- d. The office teacher needs to mount an extensive study of Indian culture with particular attention given to the need for dignity and self-respect. These are extremely strong drives, and classroom and job factors must evidence a relationship to these needs.
- e. Visits to many employment settings will improve understanding of various occupations and their requirements. The Indian student needs to give particular attention to job requirements relating to social demands, dress, and interpersonal interactions.
- f. The teacher must be responsible for providing the Indian student with programs in vocational business that will open unexplored opportunities in lifework.

Follow-up

Continuous supervision and follow-up by teachers and counselors of the American Indian student is important for job success. It takes longer for him to become less introverted and better able to communicate, but dignity and respect follows the self-understanding developed through counseling.

CONDUCTING A CONFERENCE WITH A DISADVANTAGED YOUTH
AND HIS PARENTS

Description

The teacher conducts a teacher-student-parent conference.

Purpose

Home conditions and parental attitudes are a part of the social influences upon learning, and any program for the education of the disadvantaged must take these factors into account. Parental commitment to the objectives of a vocational business program is necessary in order to assure parental assistance with the student's educational progress.

Procedures

1. Pre-Planning

- a. During the first few days in the class, each student fills out a card with name and address of his parents, guardian, or other adult with whom he lives.
- b. By letter, the teacher invites the parents or guardian to meet with her either at home or at school. The teacher might offer transportation or other help such as making arrangements for child care by another student.
- c. If the letter does not bring a reply, the teacher should ask a liaison worker to contact the parents or guardian. The parents of disadvantaged students often have strong emotional feelings against the school, or sometimes they just feel more comfortable staying away. A liaison worker can often give the confidence parents need before talking with the teacher.

2. Activity

- a. The teacher explains the purpose of the conference, emphasizing the need for parental understanding and support of the program which is being offered the student.
- b. The teacher is interested in understanding the life style of the student and his family. Really listen to the parents. Accept differences without judgment.
- c. Discuss factors which influence motivation toward education and learning, such as:
 1. The importance of books and other reading materials in the home.
 2. The importance of study and the need for privacy for doing homework.
 3. The importance of education to the future of the student.
 4. Parental knowledge and endorsement of the goals of the vocational business program and related job training.
- d. Counsel the student in the presence of the parent in order that all will understand what a high school diploma and vocational training will mean to the student.

Follow-up

1. The teacher attempts to involve the parents in the school program, such as:
 - a. Instigating an active parent-teacher discussion group.
 - b. Planning an open house or family night in which several families can participate to learn more about what the business department is trying to accomplish with the students.
 - c. Providing day and evening classes for adults.

2. The teacher analyzes the record of the conference in order to note potential learning problems.
3. The teacher plans future conferences at frequent intervals to keep the family in touch with the school and with the progress of the student.

IMPROVING COMMUNICATION BETWEEN TEACHER AND STUDENTS

Purpose

Each year, every teacher is a beginning teacher in the sense that he starts with new students. Teacher sensitivity to students as individuals is a necessity with all students, but it is even more important for the disadvantaged student. There is, however, no "instant sensitivity." Like belling the cat, it is easier to suggest than to do.

The following list of questions and activities is intended to be suggestive to the teacher who wishes to improve his awareness of students as distinct, alive persons with whom effective communication can be established.

Activities

Stand in the hall at passing time, say hello, chat with the students, comment on their new skirts, the last baseball game, a change in hair style, etc.

Give classroom recognition to days that are significant to students. Did you continue with business as usual on the days of Robert Kennedy's or Martin Luther King's assassination? If you did, you were not listening to the feelings in your classroom.

Occasionally record your class presentation. Listen to the way you sound to students. Correct speed of speech, speed of presentation, clarity of thought, and progression of thought. How many minutes during the hour did you talk? How many minutes did the students talk?

Occasionally allow a student to teach the class. Sit in the back of the classroom and leave your student teacher alone, unless discipline gets seriously out of hand.

Never discuss an individual student's problems with other students, nor require a student to welch on another.

In a non-judgmental way, learn why there is more confusion on a particular day. You cannot teach typing, office machines, etc., to a class that is greatly disturbed because of some tragic event.

Establish a basic pattern of listening to what is said, and what is unsaid. Only then will students listen to you or cooperate with you.

Establish a working atmosphere, if it takes six weeks or six months. Until that is accomplished, you cannot teach and students cannot learn. If you work at learning about them (it is assumed you know your subject!), students are more likely to reciprocate by learning what you are trying to teach them.

Tell students when you anticipate that you will be short-tempered or especially tired because you have been up all night with a sick dog, or you are worried about an ill relative. Similarly, encourage students to be equally frank with you.

Smile.

Say, "I am afraid I did not understand you," rather than "You are not making yourself clear."

Walk, but don't prowl, around the classroom so you can talk to and be spoken to by each student.

Avoid seating charts.

Know when your students are working, the number of hours, where, and for what reasons.

Follow-up

Smile.

ENCOURAGING DISADVANTAGED YOUTH TO ENROLL IN JUNIOR COLLEGE

Purpose

As high schools become more and more successful in graduating larger numbers of disadvantaged youth, the junior colleges are faced with the problem of encouraging more enrollments from these graduates. The following list contains several suggestions for doing this.

Procedures

1. Open branches of junior colleges in the ghetto areas. Hold classes in empty stores and other buildings. Make education readily available to those who need it, in surroundings which are familiar, rather than insist that classes be held on campus.
2. Hire counselors who are members of the respective minority groups.
3. Use campus radio facilities to broadcast in the language of the minority group.
4. Have vocational counselors and instructors visit the high schools to speak with minority groups about the vocational programs available at the junior college.
5. Offer classes emphasizing communications for students with a poor command of the English language.
6. Initiate a class in which English and the language of the minority group are taught simultaneously.
7. Individualize instruction as much as possible.
8. Experiment with non-graded classes.

9. Involve instructors in community-related activities, such as school visits, community surveys, community service, etc.
10. Provide a faculty advisor and a student advisor for each student.
11. Establish vocational programs that are closely articulated with related programs in the high schools of the area.

PREDICTING STUDENT REACTIONS
TO INTER-PERSONAL SITUATIONS OF YOUNG PEOPLE

Description

The teacher predicts the way in which most students from a specific cultural group will react to a series of common inter-personal situations involving young people. The teacher later compares the predictions with the actual responses of the students.

Purpose

This activity will require the teacher to inventory his knowledge of prevailing attitudes in the various cultures. Hopefully, this inventory, together with the later comparisons with actual responses, will encourage the teacher to learn more about the students.

Procedures

1. Pre-Planning
 - a. Unknown to the class, the teacher identifies each student according to cultural or socio-economic classifications.
 - b. Multiple copies of a behavior questionnaire are prepared. A sample questionnaire is attached.
2. Activity
 - a. The teacher predicts the responses of each group by percentages for each situation.
 - b. The students complete the questionnaire.
 - c. Student responses are collected in such a way that the teacher can keep the responses separated according to groups.

- d. Teacher predictions and actual responses are compared.

Follow-up

1. The class discusses what should have been done in each situation.
2. Through readings, observations, and discussions with social workers, the teacher follows a program of learning more about the prevailing attitudes of the respective groups.

QUESTIONNAIRE ON BEHAVIOR OF YOUNG PEOPLE

Indicate with a check (✓) to show whether or not you agree or disagree with the action taken by Mary or John.

	Agree	Disagree
1. Mary and some of the other girls in the neighborhood decided to give a party. Each girl promised to bring a particular kind of food to be served at the party. Mary did not take her food; she said she forgot it.		
2. The project committee for the 11th grade class met to decide ways to raise money. They agreed that they would not tell their plans to the 12th grade students. Mary told her sister who is in the 12th grade.		
3. John and two friends had a job cutting the lawns in his block. They agreed on a price for each year and that price included cutting in close places by hand and edging. John never bothered with the close places and the edging.		
4. Mary had gone to babysit for Mrs. Duncan who lived across the street. Mrs. Duncan told Mary to help herself to the cokes and potato chips if she wanted a snack. Mary noticed strawberries in the refrigerator and decided to eat them instead. She did not mention this to Mrs. Duncan.		
5. The fellows had agreed to meet at 10:00 a.m. every Saturday to practice baseball. John stayed up late on Friday night and usually arrived from 15 to 30 minutes late.		

	Agree	Disagree
6. Mary's new neighbors had moved next door on a Monday. The following day when Mary went out in the front yard, her neighbor said, "Good Morning." Mary did not answer because she did not know the lady.		
7. Sometimes Mary's club would go to the park to play ball. The girls had agreed to wear tennis shoes and play clothes. Most times Mary wore sandals.		
8. Mary and four other girls were addressing envelopes to parents of the 12th grade. Each girl addressed 25 envelopes. However, since 5 of Mary's envelopes had misspelled words, she was asked to do them over. Mary refused to do so, saying that the errors did not make that much difference.		
9. Mary's father asked her to take over the house work while the mother was in the hospital. Mary was a good cook and cooked dinner every day at 4:00 p.m. The remainder of the day she looked at television.		
10. The fellows had agreed to pay \$1.00 each to have a surprise party for their coach. John never paid his dollar and never gave any reason for not doing so.		

DEVELOPING A RESOURCE UNIT ON JOB-SEEKING

Description

A group of teachers participate in a series of seminar-type meetings for the purpose of developing a resource unit on the topic, "Job Hunting for the Office Education Student."

Purpose

This unit is designed to develop resource materials for helping students learn how to seek office employment. In developing the resource materials, the teachers will become better informed on the basic principles of job seeking, including career possibilities, job satisfaction, and the mechanics of finding a job.

Procedures

1. Pre-Planning

- a. The seminar leader should have had broad occupational experiences, should have a good knowledge of the local labor market, and should be informed on current requirements for beginning office workers.
- b. Arrangements are made for an advisory board consisting of a school administrator, two office supervisors or personnel managers, two office workers who had formerly been members of a disadvantaged group, and a high school business department head. The duties of this board are:
 1. Be available for individual consultation during the seminar-planning stage.
 2. Meet with the teachers during the first meeting of the seminar when the working plan is being developed.

3. Perform liaison services with their respective constituencies as needed.
 4. Meet with the teachers at a later date to evaluate the results of the seminar.
- c. A seminar reference library is collected. This library should include: Dictionary of Occupational Titles, Occupational Outlook Handbook, guides for the selection of careers, relevant occupational leaflets, and other similar materials.

2. Activity

- a. During the first meeting of the seminar, specific objectives are discussed and revised as needed until total agreement is reached.
- b. Field work assignments are made. A few suggested assignments are:
 1. Develop a careers reading list for the average middle-class student.
 2. Develop a careers reading list for the disadvantaged students. This list should be classified according to approximate reading levels as well as appropriate ethnic groups.
 3. Develop a general plan for a departmental Career Day with contact information for resource persons in the various categories.
 4. Each of the remaining seminar members interviews a specific number of employers. All interview data are summarized into a careers brochure showing: entry-level jobs and promotional patterns for each occupation, employment tests used, and requirements for each entry-level job.
 5. Information regarding ways in which employers will alter requirements and practices for disadvantaged students should be compiled for use only by teachers.
- c. Subsequent meetings are devoted to discussion and development of resource materials as appropriate. Suggested topics are:

1. Helping students learn about office jobs--observations, interviews, reading, etc.
2. Helping students know themselves--aptitude, skills, interests, learning to take tests, using tests for personal improvement, etc.
3. Mechanics of job hunting
 - a. Where to look
 - b. Making the initial contact
 - c. Preparing a resume
 - d. Completing application forms
 - e. Keeping a personal file
4. The interview
 - a. Punctuality
 - b. Grooming
 - c. Knowing the employer and his business
 - d. Business-like conduct
 - e. Taking employment tests
 - f. Terminating the interview
 - g. Follow-up
 - h. Keeping an interview notebook

Follow-up

1. The resource materials developed are evaluated during a joint meeting of the seminar and the advisory board.
2. Individual teachers report results and needed revisions after the materials have been field tested.
3. Provision is made for regular revision of the reading lists and the field data.

EVALUATING IN-SCHOOL OFFICE EXPERIENCE
FOR DISADVANTAGED STUDENTS

Description

The coordinator of inside office experience works with the assigned job supervisor to help a student improve his work skills and attitudes. This unit includes a rating sheet and procedures for evaluating the student's work, with special considerations given to disadvantaged students.

Purpose

The work supervisor and the coordinator will learn to analyze the strengths and weaknesses of office trainees and become more sensitive to the special needs of the disadvantaged students.

Procedures

1. Pre-Planning

- a. Develop a rating sheet and reporting procedure appropriate for the specific situation. The rating sheet which is attached is suggested for adaptation.
- b. Analyze the student personnel data to identify the students from disadvantaged groups.
- c. Insofar as possible, assign the disadvantaged students to stations where the greatest amount of supervision is available.
- d. Provide each student worker with a copy of the rating sheet.

2. Activity

- a. Meet with the job supervisors to explain the purpose of the rating sheet and to discuss the special needs of the disadvantaged students.
- b. In addition to completing the rating sheet at the end of each six-weeks period, request the supervisors of disadvantaged students for a brief note each week reporting progress, with special attention to any problem developing.
- c. Arrange a student-supervisor-coordinator conference at any time a problem is developing and following each evaluation. Give immediate attention to disadvantaged students.

Follow-up

1. Arrange appropriate remedial training where needed.
2. Request more frequent reporting in cases where substantial improvement is needed.
3. Compare successive rating sheets for evidence of improvement.

RATING SHEET FOR INSIDE OFFICE EXPERIENCE STUDENTS

TO:

Date:

Re: _____ Period _____ Reg: _____

In order that particular areas of needed improvement may be spotted, will you indicate your rating with respect to each category listed. Please return this evaluation in duplicate to _____ by _____. The duplicate copy will be forwarded to the student.

	Above Average	Average	Needs Improvement
Does the student come to work on time and leave on your dismissal?			
Is attendance regular?			
Does the student complete all work assigned?			
Does the student follow directions well?			
Does the student ask for extra work?			
Does the student need only minimum supervision?			
Does the student get along well with students and teachers?			
What is the quality of the work performed?			
Does the student answer the phone courteously, speak clearly, and take messages accurately?			
Is the student neatly dressed and well-groomed?			
Does the student accept suggestions for improvement?			

If you feel that there are special areas where improvement is needed, please indicate them on the reverse side of this sheet.

USING COMMUNITY AGENCIES TO HELP RAISE
THE ASPIRATIONS OF DISADVANTAGED YOUTH

Description

The teacher surveys the community agencies which are concerned with helping the disadvantaged. With encouragement of the teacher, each student becomes involved in the work of an agency.

Purpose

The teacher becomes acquainted with community agencies and how they can be used to supplement the work of the school. The students gain valuable office experience as well as wider horizons through the planned efforts of the agency.

Procedures

1. Pre-Planning

- a. The teacher compiles a list of agencies serving disadvantaged youth, noting the objectives and mode of operations of each agency.
- b. The teacher and a representative of each agency discuss using the agency as a place for students to obtain office experience.
- c. The teacher analyzes the personal characteristics and the motivational needs of each student.

2. Activity

- a. The class discusses the need for real office experience, and the teacher suggests agency offices as places to obtain the experience. The teacher calls for volunteers.

- b. Films, bulletin board displays, and similar techniques are used to further arouse the interest of students.
- c. As students volunteer, the teacher attempts to match student needs with agency services, insofar as possible.
- d. Class reports by early volunteers, photographs of students at work, personal requests by the teacher, and other techniques are used until all "reluctant-but-needy" have agreed to participate.

Follow-up

During an unreported conference with the job supervisor of each trainee, the teacher explains the specific motivational needs and, when appropriate, requests a graduate widening of the student's involvement in the work of the agency.

Consult the agencies regularly to discover ways to coordinate class work with the agency experiences.

Partial List of Agencies

The list of agencies appropriate for this activity will vary from area to area. The following is a partial list of those in the San Francisco Bay Area:

Youth Opportunity Center, California Department of
Employment
Youth Council for Community Action
Volunteer Bureau of Alameda County
Volunteers in Service to America
Neighborhood Service Center
Community Adult Participation Workers
Bay Area Urban League
Economic Opportunity Organization
Project Nitty Gritty

USING ROLE-PLAYING WITH DISADVANTAGED STUDENTS

Description

Role-playing utilizes a fictitious situation in which various persons are each placed in the role of someone else. The situation is then created, with each role-player acting the assumed role as he believes the real person would do it. Role-playing has been variously termed action training, sensitivity training, practicing management, and action development.

Currently, role-playing is accepted as a valuable technique in many industrial training programs. Role-playing is also becoming accepted as one of the most effective and generally useful teaching techniques for working with disadvantaged students. A large portion of the unique problems of such students seem to be closely related to motivation, attitudes, and interpersonal relations; and role-playing is particularly effective in these areas.

Purpose

The basic purpose of role-playing is to get the student to identify with the assumed role, thus gaining a better understanding of the problem. In addition, role-playing:

1. Promotes a better understanding of others by means of the assumed role.
2. Allows a student to observe and analyze objectives because it is only a role.
3. Gives an opportunity for a student to unload his feelings, release tensions, and change.

More specifically, role-playing may be used to:

1. Find the common problems of the students.
2. Learn about the family background.

3. Prepare students to meet and work with others.
4. Involve students in human relationships.
5. Arouse the interest of the class.
6. Elicit pointers relative to the students' impressions of the teacher.
7. Expose students to a job interview.
8. Develop self-respect and respect for others.
9. Help students understand the position of others.
10. Bring about change in behavior.

Pre-Planning

1. The role-playing situation may be prepared by the teacher in advance or a topic may be chosen in class.
2. The situation may be typed with one copy for each role, together with specific instructions or pointers for that role.
3. Situations may be enacted more than once with different players or with the same players in different roles. The roles may also show the right way and the wrong way.
4. Chairs should be arranged for maximum interaction.
5. The time available must be adequate. Make sure that there is time for follow-up discussion.
6. Introduce role-playing to the class by explaining the need for student participation.

The Performance

1. Explain the situation and identify the roles to be played.

2. Ask for volunteers, explaining that willingness of the student is a compliment. Select the cast.
3. Instruct volunteers that they are to act as if they were the particular persons in the particular situations.
4. The audience is asked to watch for certain things, such as voice changes, prejudices, hidden motives, preconceptions, assumptions, body tensions, behavior change, gestures, etc.
5. Begin the situation.
6. Interrupt the situation only if absolutely necessary in order to make a point.
7. Stop the situation. Cut the dialogue while the audience is still stimulated. If a story is being enacted, cut it off when the audience has seen enough to finish the plot.
8. Compliment the participants.

Follow-up

1. Ask questions of the audience.
2. Encourage the audience to ask questions of the participants.
3. Have all class members list the things learned from the situation.

A Sample Situation for Role-Playing

The Supervisor and the Clerk (Male or Female)

The two persons involved should be sent out of the room with written instructions. Class members serve as an audience.

The supervisor is instructed to counsel the clerk regarding a low production rate. It seems that there are complaints because the clerk does not complete her work daily; and, because she is absent often, the other clerks in the department must carry part of her responsibility. (This is told only to the supervisor.)

The clerk is told that the supervisor is about to release him or her from the job because she is not liked. She is belligerent, loud, smothered in make-up, dress too short, and she does not give the supervisor a chance to say much. She is quite unruly. (This is told only to the clerk.)

Suggested questions for audience:

1. How would you have handled the accusations from the supervisor? from the clerk?
2. Were any of these traits on the part of the clerk desirable for a successful work relationship?
3. What attitude would you have taken and why?

CONVERTING THE UNIQUE VOCABULARY OF DISADVANTAGED STUDENTS

Description

Word lists contrasting "cool talk" with positive words and phrases are shown together with a list of words to avoid when working with disadvantaged students. Suggestions are made for using these lists in in-service teacher seminars as well as suggestions for using the lists with students.

Purpose

Language patterns of young people from the poverty areas or ghettos differ greatly from what the middle-class ear finds familiar. Their "in" language is quite descriptive and should not be ridiculed. Conversely, the teacher must be constantly aware of seemingly common words which are not familiar to the youth.

This unit will help teachers: (1) to become acquainted with the grammar habits and the unique vocabulary of disadvantaged youth, and (2) to learn ways of working with students to develop language patterns acceptable in office work. The unit will also assist teachers to understand and communicate with disadvantaged youth.

Resources

1. Positive words and phrases

- a. The language patterns of the disadvantaged groups may be disturbing, but these language patterns should be accepted as part of the respective cultures. Students are usually interested in learning middle-class English if it is taught as a second language. According to Helaine Dawson, "You begin where they are and bring to their attention better ways or more acceptable ways of expressing ideas." The following are examples of their English usage.

1. Double negatives in profusion: "It don't make no difference."
 2. Lack of agreement of verb with subject: "He do the work."
 3. Incorrect use of verb tense: "What if he has it done up nice?"
 4. Incorrect use of adverbs and adjectives: "He got it quick."
 5. Different concept of word meanings: "I was on a job messing with solvents and come home with nasty clothes."
2. "Cool talk," a second language among disadvantaged youth, is used among peer in-groups just as professional language is used by physicians, lawyers, educators, etc. Both language usages are proper and necessary in the right setting. The student resists improvement in the use of standard English until he understands that the correctionist is not attempting to change the student's in-group social language. Instead, the therapist is helping to develop the tools of language needed to function as a college student in the classroom, a job applicant, or an employee, in order that he will not fall mute at the time important in his life.

The following is a list of so-called "cool" talk or "in" expressions used by the disadvantaged youth and a list of positive phrases.

Cool Talk

a cat
a chick
to rap
O'Fay or Fay
honkey
for kicks
hangup
lace
blood
bread
dude
fronting
get a slave
grease
heavy
in a bag
lame

mac, macarone
nitty gritty

Positive Words & Phrases

male
female
to talk
white person
non-black (white)
joy
an important interest
money
Negro
money
man
putting on
get a job
feed
knowledgeable
set in condition of life
square, outside the group, not
accepted
fool around
down-to-earth level; matter
relating to actual problems
of poverty

3. Words to avoid using when working with disadvantaged youth:

culturally deprived	minority group
disadvantaged	low ability
Negro	underprivileged
Mexican-American	poverty stricken
slow-learner	kid
dropout	boy
deprived	these people
*values	*attitude

*Teach concept but avoid using term.

Activity

1. In presenting the material to a group of teachers as an in-service project, the following ideas may be used:
 - a. Demonstrate, using a mock classroom situation and showing the various ideas suggested for conducting classes.
 - b. Lecture, using such visual aids as the overhead projector and transparencies.
 - c. Have teachers work together on projects to develop units.
2. When working with students, the following might be helpful:
 - a. Visual aids may be used. The words may be presented to the class by use of the overhead projector. Overlays may be used to show the problem or definition. These transparencies may be developed from teacher-prepared lists or from student-prepared lists.
 - b. Students may prepare lists.
 - c. Sentences may be dictated omitting words to be inserted by students.
 - d. Game techniques
 1. Lists of words are used by the students to form sentences. The words may be given by the "grab bag" method.

2. Have each student draw a word from the grab bag to use as a topic for a one-minute talk.
 3. Password
 4. Hangman
 5. Crossword puzzles
 6. Laddergrams
 7. Make as many short words as possible from long words
- e. In specific classes, such as shorthand or typewriting, use the respective medium.
- f. Have students keep a vocabulary notebook.

Follow-up

1. In-service programs.

Have periodic meetings to compare results and to revise the word lists.

2. Student evaluation.

Evaluate student progress through noting the vocabulary and language patterns used in oral and written reports given in connection with other activities.

Plan remedial work with individual students as needed.

EFFECTIVE TEACHING OF BUSINESS FORMS

Description

Business forms are presented in relation to their functions in business. Forms from local businesses are used in developing skill and quality in form typing. Students prepare a personal purchase order using mail order catalogues.

Purpose

Business forms have little meaning to those who have had no business experience, and they are especially meaningless to the disadvantaged student who normally has had few related or supportive experiences. This unit will add interest by using local business forms and preparing a personal purchase order. The unit will also provide opportunity for acquiring form-typing skill, a knowledge of business forms, and an understanding of the need for accuracy.

1. Forms to be studied
 - a. Requisition
 - b. Purchase order
 - c. Invoice
 - d. Sales order
 - e. Credit memorandum
 - f. Statement of account
 - g. Physical inventory sheet
 - h. Perpetual inventory sheet

Procedures

1. Pre-Planning
 - a. The teacher collects multiple copies of each form from a local business.

- b. A bulletin board display designed to arouse interest in business forms is put up one or two days in advance of introducing the topic.
- c. The teacher prepares transparencies of the various forms.

2. Activity

- a. Show transparencies of a requisition, purchase order, and invoice; with each form completed with real data. Discuss the meaning of each section, the relationship between the forms, and pointers for correct typing of each.
- b. The students type a correct copy of each form.
- c. Each student consults one of the mail-order catalogues on the reference desk to obtain ordering data on three items. The student types in duplicate a requisition, a purchase order, and an invoice, each containing the three items selected. The student computes and enters the tax.
- d. Repeat the above pattern using a sales ticket, credit memorandum, and statement of account.
- e. Repeat (a) and (b) above using an inventory sheet.
- f. Assign students in teams of two. Each team is to take an inventory of a specific section of the department storeroom and prepare a well-typed Inventory Report in duplicate.
- g. Each team checks the Inventory Report of another team. Differences are reconciled and the first team types a corrected Inventory Report.

Follow-up

Students collect forms from local business for comparative study and to provide additional typing practice. The teacher assists the students to prepare the letters requesting appointments with businessmen. The teacher prevents two requests going to any one business.

HELPING DISADVANTAGED STUDENTS LEARN TO PARTICIPATE
IN OFFICE-RELATED SOCIAL FUNCTIONS

Description

This unit involves a program of simulated office parties, luncheons, dinners, and similar office-social functions as a part of an office education program.

Purpose

Instructional materials for teaching office etiquette are usually confined to on-the-job activities, and very little is available for teaching about job-related social functions. The beginning office worker, particularly one from a disadvantaged group, may have had few opportunities to develop the knowledge and behavior required. This unit is designed to provide a program to prepare office students to meet the demands of office-related social activities.

Procedures

1. Pre-Planning
 - a. Obtain the endorsement and cooperation of the principal.
 - b. Consult the home economics teacher. Enlist her aid as a consultant; and investigate possibilities of cooperative activities with the home economics class.
 - c. Plan for financing the program. Perhaps businesses or community organizations would act as sponsors.
2. Suggested activities
 - a. An office party in the classroom.
 - b. A luncheon prepared by the home economics class.

- c. A party in the teacher's home.
- d. A business-type luncheon in a restaurant. (See Business and Office Occupations Students Training, pp. 167-168, for a detailed unit on this activity.)

3. Areas for Special Instruction

- a. Responsibilities of the host or hostess
- b. Introductions
- c. Invitations
- d. Special guests
- e. Topics for conversation
- f. Appropriate dress
- g. Thank-you letters

Follow-up

- 1. The class holds an evaluation session following each activity.
- 2. The teacher evaluates the program by noting the progress of individual students.

SUGGESTIONS FOR ADDITIONAL SENSITIVITY UNITS

Develop a list of positive topics concerning individual disadvantaged students for news releases to school and city newspapers.

Use teachers with experience in ghetto schools as leaders in a seminar to plan occupational curricula.

Evaluate the training program of an out-of-school agency which serves disadvantaged youth.

Prepare a list of your former disadvantaged students, noting for each the particular contribution he might make as a guest speaker to your class.

Evaluate the specific skills and abilities of a potential dropout and plan an appropriate work experience program.

Establish a Job Fair or Career Day in your classroom using employed former students as part of the program.

List the major problems likely to be met by an employer of a beginning office worker from a disadvantaged group.

List the job attitudes commonly accepted as desirable, and contrast these with the job attitudes expected to be held by disadvantaged youth. Analyze the differences and determine those attitudes really crucial to effective job performance.

Conduct a conference with a major employer in the community to discuss the employment of students who have come from disadvantaged groups. Point out the skills and abilities the students will possess as well as the deviate behavior he should expect.

Outline an orientation plan for a new office education teacher in a ghetto school.

Develop a set of behavioral objectives for a specific subject in the office curriculum. Include the behaviors expected at the end of each reporting period as well as behaviors exemplifying various degrees of success in meeting each objective.

Set up an office work experience program for teachers of all classes that enroll disadvantaged students who are majors in office education.

Develop a list of celebrities by ethnic groups, i.e., Black, Indian, Chinese, Italian, etc.; and note the special contribution made by each person.

Participate in the ethnic clubs in the school with the intent of encouraging those activities which tend to increase cultural interaction.

Investigate the off-campus organizations which appeal to your disadvantaged students for the purpose of determining the objectives of each organization and the underlying basis for its appeal.

SECTION III

BIBLIOGRAPHY

SECTION III

BIBLIOGRAPHY

Each entry in this bibliography was selected according to the following two criteria of appropriateness:

1. The reference must have made a specific contribution to the over-all work of the institute or to the special interest of one of the participants.
2. The reference was not included in the comprehensive bibliography which was published as a part of BOOST: Business Office Occupations Student Training. (Supra, page 2.)

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